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Number 2.

A SHORT STORY FOR TEACHERS.

ON a balmy autumnal evening, when the harvest moon was shedding her mellowing influence, Neighbor Jones, in a certain New England town, had a husking frolic. The boys and girls of Neighbor Smith and others, were there, of course. Having stripped a goodly pile of yellow ears, the young folks went into the house, to enjoy themselves in the frolics and sports characteristic of youth, and of such occasions. Now Neighbor Jones belonged to the Franklin School, and, like its great founder, believed that the way to become "healthy, wealthy, and wise," is to go "early to bed and early to rise;" and although he was willing, on this special occasion, to indulge his young friends in hours somewhat later than was his custom, nevertheless, he set them his usual good example, by taking early leave of them and starting for bed. The boys and girls were not unwilling, of course, to be left to themselves; but were not a little surprised, a moment afterwards, upon hearing the door open just far enough for Neighbor Jones to show his face, and to be heard to say: "Now, young folks, when you get through with your plays, go home orderly and peaceably, and make no noise that will disturb the neighbors: and, boys, do n't put

Neighbor Brown's haycart on the top of his cornbarn ; for it will make him very mad, and *may* break his cart."

Here was a puzzle for the boys. Half doubting the testimony of their ears, they greatly wondered how the ingenuity of man, and especially of Neighbor Jones, could ever have devised such an unheard of feat ; and their wonder ceased only when they became intensely engaged in the discussion of the question, whether such a thing could possibly be done. As is usual in such cases, when young heads are put together, their discussion ended by a practical test. Having taken the cart to pieces, they succeeded, by dint of much lifting and by the aid of ropes and ladders, in hoisting it up by piecemeal upon the roof, where it was put together and placed astride of the ridge-pole of the cornbarn.

Now, Neighbor Brown, the owner of the cart and cornbarn, although geographically one of the nearest neighbors, was socially, farthest off from the neighborhood of any man in town, and was, withal, a very uncomfortable person to deal with. He had, among others, this one bad trait,—he was very unpopular with all the boys. How this neighbor Brown rubbed his eyes the next morning, when the sun was rising over the cornbarn, and refused for a while to believe those eyes ; how he violated the third commandment ; and how there followed neighborhood quarrels, personal bickerings, and vexatious lawsuits, it is not our present purpose to inquire. Suffice it to say, that whenever Neighbor Brown hinted, or gave it as his opinion, that the boys of Jones, Smith, and others, were at the bottom of that mischief, said boys invariably declared upon their sacred word and honor, that the last thing Neighbor Jones said to them before going to bed was, to warn them not to put Brown's cart on the cornbarn !

Reader, have you never seen teachers troubled and vexed with pupils whose mischief knew no bounds, and who were largely indebted for their first hints to such a course to the suggestive ingenuity of the teacher himself ? Many a pupil when called to account for evil-doing, and when asked, as is often the case, "How came you to do that ?" might truthfully answer, "I received my first hint towards it from you, sir !"

Such an exhibition of a teacher, tempting and provoking his pupils to departures from duty, and then calling them to account

and punishing them for the same, seems to us very much like the man in the menagerie, who goes about with his whip and pole, stirring up, irritating, and maddening the animals, that he may show the spectators his wonderful power over them, by dealing them blows and knocking them into the bottom of their cages.

MORAL.

Fellow-Teacher, lead not your pupils into temptation.

A. P. S.

THE PRIMARY SCHOOLS OF BOSTON.

THE history of the Boston Primary Schools is peculiar and of great interest. They had a noble origin,—in the philanthropic efforts of wise and benevolent men to secure instruction for the neglected and degraded. For many years a rule, formally adopted in 1785, had prevailed in the town, that children should not be admitted to the public schools under the age of seven years; and the requisition in the school law of 1789, “That no youth shall be sent to Grammar Schools [corresponding with what are now termed High Schools], unless they shall have learned, in some other school or in some other way, to read the English language by spelling the same,” was applied to the public schools of lower grade. To supply the great demand for primary instruction, private schools sprung up through the town, usually kept by women, and therefore styled “Dames’ Schools,” and a few charity schools were established; but the condition of many of the young was thus forcibly described, by the Hon. James Savage, in an article published April 21, 1818:

“Many parents in this town send their children to private schools kept by women, while those who are unable to pay for their tuition are obliged to leave them to traverse the streets, or shut them up at home. Of this class, there are hundreds among us already growing up to all kinds of iniquity. * * *

“All children have an equal right to the schools, we know, on the following conditions, and on no other, viz.: 1st. The child must be seven years old. 2d. He must be able to read in the

Bible sufficiently well to keep his place in a class. 3d. He cannot be admitted after the age of fourteen, however well he can read, or however deficient he may be in writing or arithmetic. Take, then, the case of a parent, (and there are hundreds in this town,) whose circumstances are such as to prevent him from qualifying his children for enjoying the benefits of our Free Schools, under and after the age of seven. Can it be said that the doors of our schools are open to these children? We say that they are not; yet we are told that 'they *are* open, *freely* open to their reception,' but these children are as much deprived of the benefits of our schools as they would be of running, after their legs were broken or their eyes were put out."

On the 26th of May, 1817, a petition for the establishment of schools for the instruction of children under the age of seven, signed by one hundred and sixty citizens, was read at a town meeting in Faneuil Hall. This petition was referred to a special committee consisting of the School Committee (who were the nine Selectmen and twelve other citizens), with the addition of one person from each of the twelve wards. This committee considered the subject, took the school statistics of the town, and *rejected* the petition. It is very interesting to compare these school statistics of Boston in 1817, with those of the present time. In 1817, there were only 8 public schools, (not counting the writing schools separately from the grammar schools with which they were associated,) attended by 2365 pupils; in 1862, according to the Report of the Superintendent recently issued, there are 273 public schools, attended by 27,081 pupils. In 1817, there were 162 private schools, attended by 4132 pupils; there are at present, according to the last Report of the State Board of Education, only 62 private schools in Boston, attended by 2072 pupils. How remarkable the contrast, in respect both to public and to private schools!

The next year, the petition was renewed; and, notwithstanding great opposition from the Selectmen, the School Committee, and other prominent citizens, (the silver-tongued Harrison Gray Otis, Judge Thatcher, etc., speaking against it in town-meeting,) its manifest reasonableness and necessity secured its favorable reception by the town. Votes were passed, June 11, 1818, appropriating \$5000 for the instruction of children between four and seven

years of age, and instructing the School Committee to appoint annually three gentlemen in each ward, whose duty it should be to provide and superintend this instruction. The list of thirty-six gentlemen appointed, June 16, in accordance with these votes, contains the names of many excellent and eminent men. Thus were the Primary Schools of Boston established; not as a part of the regular school system, but as an appendix to it; not under the charge of the School Committee, but of a special board of benevolent men who were interested in the measure, and who were willing to devote their leisure to it as an object of philanthropy. Rooms were hired; teachers were engaged; and eighteen schools were established the first year, which were attended by 1118 pupils.

The number of schools and of pupils rapidly increased, with a corresponding increase of pecuniary appropriations. Yet so much was the maintenance of primary schools regarded in the light of a philanthropic experiment, and so little as a part of the established school organization, that no building was erected by the town, or city, for their accommodation, till 1834, — sixteen years after their commencement, when there were now sixty-four schools, "all of which were held," it is said,* "in hired rooms." The city owns, at the present time, 51 houses for Primary Schools, with 223 school-rooms; and is building yet others. With better rooms for these schools and their fuller adoption by the city, came other improvements, among which may be mentioned the preparation of a series of text-books for their use by Mr. Bumstead, and the substitution of comfortable arm chairs for the benches on which the pupils had before suffered.

The members of the Committee in charge of these schools deserve great honor for the fidelity of their attention to their voluntary and gratuitous trust. This body was very numerous, consisting from 1823, of one member for each school, so that its number became at last one hundred and ninety-six. There was the form of appointing its members each year by the School Committee; but virtually it was a self-perpetuating, self-appointing body. Among those who devoted themselves most earnestly and

* Wightman's "Annals of the Primary Schools," p. 153.

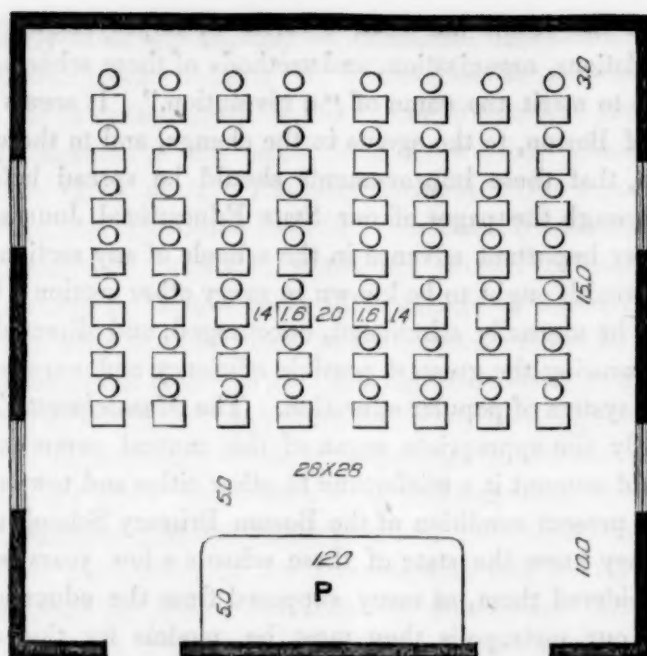
perseveringly to its service, may be mentioned MOSES GRANT, who served fifteen years; JOSEPH W. INGRAHAM, who served from 1821 till his lamented death in 1848; and JOSIAH F. BUMSTEAD, who was a member of the board from 1826 till its dissolution in 1855, nearly thirty years. The administration of the schools, with great merits, had also some defects. The natural conservatism of such a board was, doubtless, sometimes carried to an extreme. Having secured to their schools high excellence upon a peculiar system, they were as a body slow to see that there might be methods still more excellent than theirs. Having introduced so many improvements in education, they were not ready to recognize the improvements subsequently made by others far in advance of theirs. They were not quite free from a spirit of antagonism towards the School Committee and the State Board of Education; and sometimes prided themselves on the firmness with which they resisted the innovations of ardent reformers in education. Their large number, the mode of their appointment, and their consciousness of the good service they had rendered, made them, perhaps, too independent of public opinion; and too little affected by that remarkable "Revival of Education," (to borrow the happy language of Samuel J. May,) and educational progress, within the last quarter of a century, which had gradually, and without their consciousness, changed their place from the van to the rear of the educational host.

In 1854, the citizens of Boston adopted an amendment to their city charter, enlarging the number of the School Committee to seventy-four, with the understanding that they should in future take charge of the Primary, as well as of the High and Grammar Schools of the city; and the 2d day of January, 1855, terminated the useful existence, for nearly forty years, of the Primary School Committee. Two years after, January 10, 1857, the present able and excellent Superintendent of the Public Schools in Boston, Hon. JOHN D. PHILBRICK, entered upon the duties of his office. In his first Report, presented May 5, 1857, he pointed out the chief defects in the Primary Schools of the city; and has since devoted himself, with a great concentration of zeal, energy, and sagacity, to their removal. He has been well seconded and supported in his efforts by the School Committee, teachers, and citi-

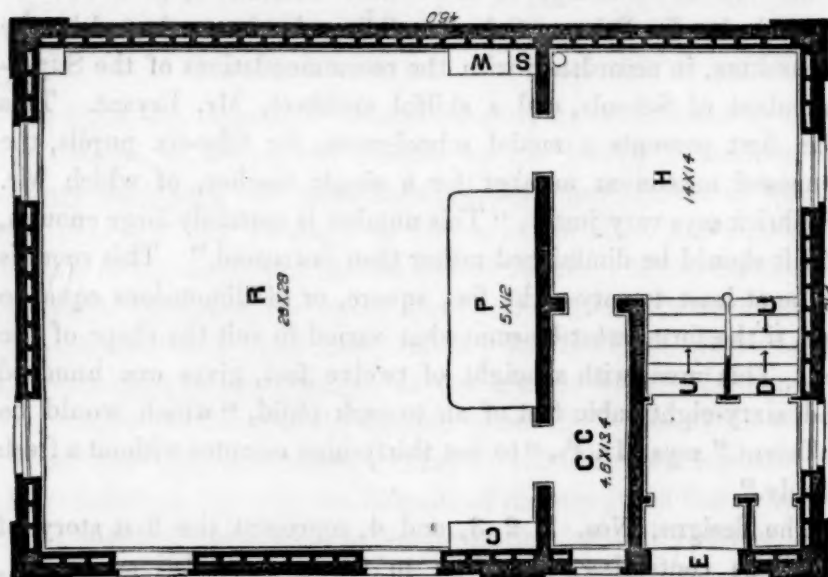
zens; and the result has been a series of improvements in the accommodations, organization, and methods of these schools, so important as to merit the name of "a revolution." It seems due to the city of Boston, to the agents in the change, and to the cause of education, that these improvements should be spread before the public through the pages of our State Educational Journal. Indeed, every important advance in the schools of any section of the Commonwealth ought to be known in every other section; that we may thus be mutually stimulated, encouraged, and directed in the work of securing the greatest possible efficiency and excellence for our noble system of popular education. The *Massachusetts Teacher* is evidently the appropriate organ of this mutual communication. We should account it a misfortune to other cities and towns, not to know the present condition of the Boston Primary Schools; especially if they knew the state of these schools a few years ago, and then considered them, as many supposed from the educational renown of our metropolis they must be, models for this class of schools.

The recent energy in providing good accommodations for these schools is attested by the fact that buildings for nearly half the schools have been built or remodelled since these schools came under the direct charge of the School Committee, in 1855. A general plan for Primary School buildings has been adopted by the Committee, in accordance with the recommendations of the Superintendent of Schools, and a skilful architect, Mr. Bryant. This plan first presents a model school-room, for fifty-six pupils, the proposed maximum number for a single teacher, of which Mr. Philbrick says very justly, "This number is certainly large enough, and it should be diminished rather than increased." This room is to be at least twenty-eight feet square, or of dimensions equal to this, if the form must be somewhat varied to suit the shape of the lot. This area, with a height of twelve feet, gives one hundred and sixty-eight cubic feet of air to each child, "which would be sufficient," says Mr. P., "to last thirty-nine minutes without a fresh supply."

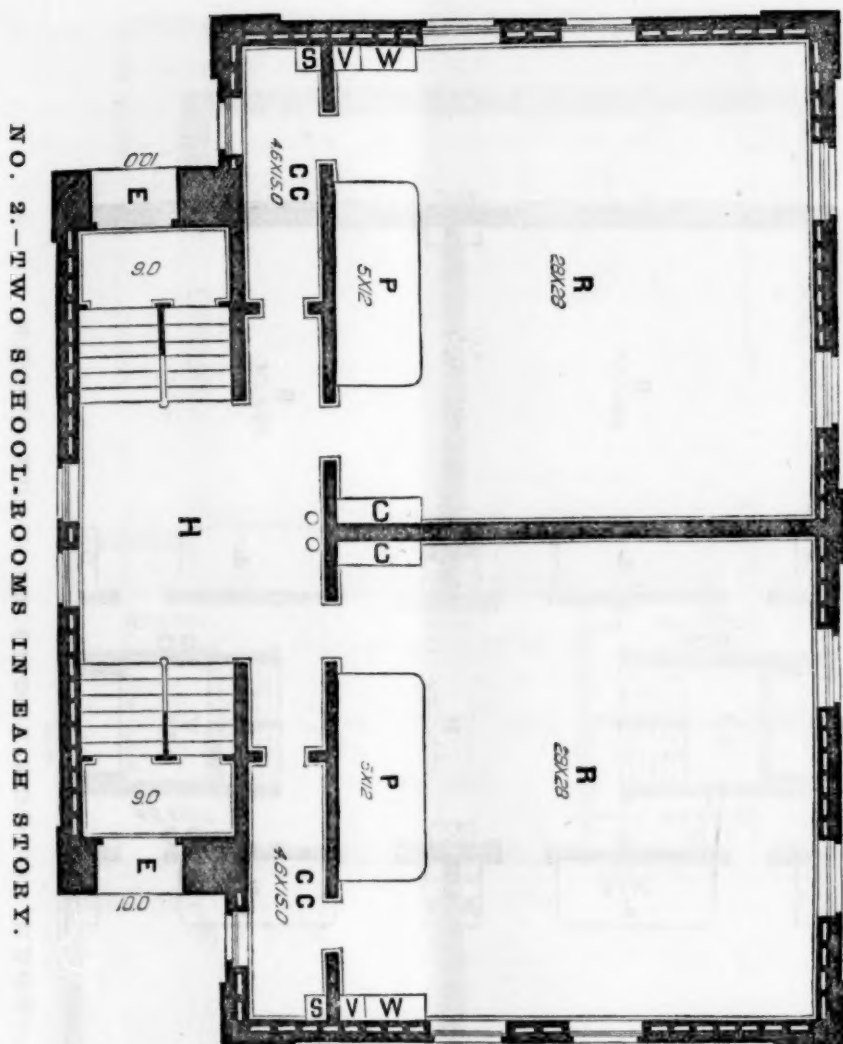
The designs, Nos. 1, 2, 3, and 4, represent the first story of buildings containing, according to the accommodations desired, one, two, or four such rooms in each story, with clothes closets and



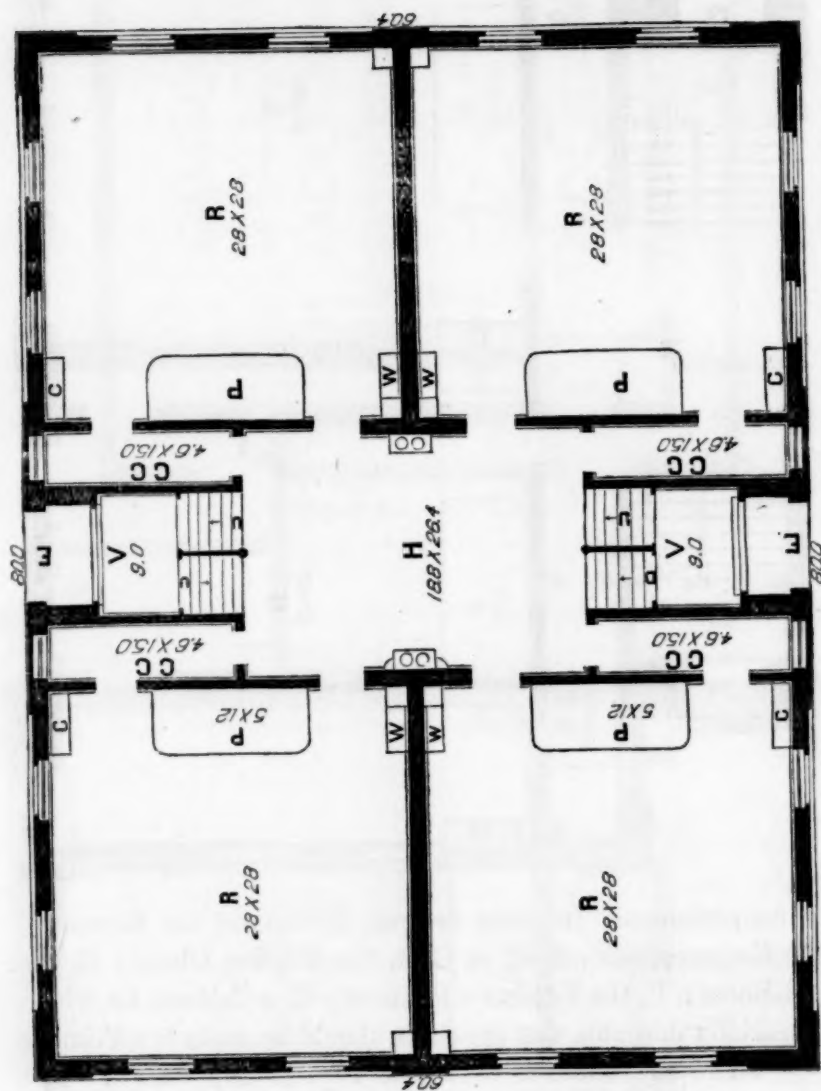
MODEL ROOM.



NO. 1.—ONE SCHOOL-ROOM IN EACH STORY.

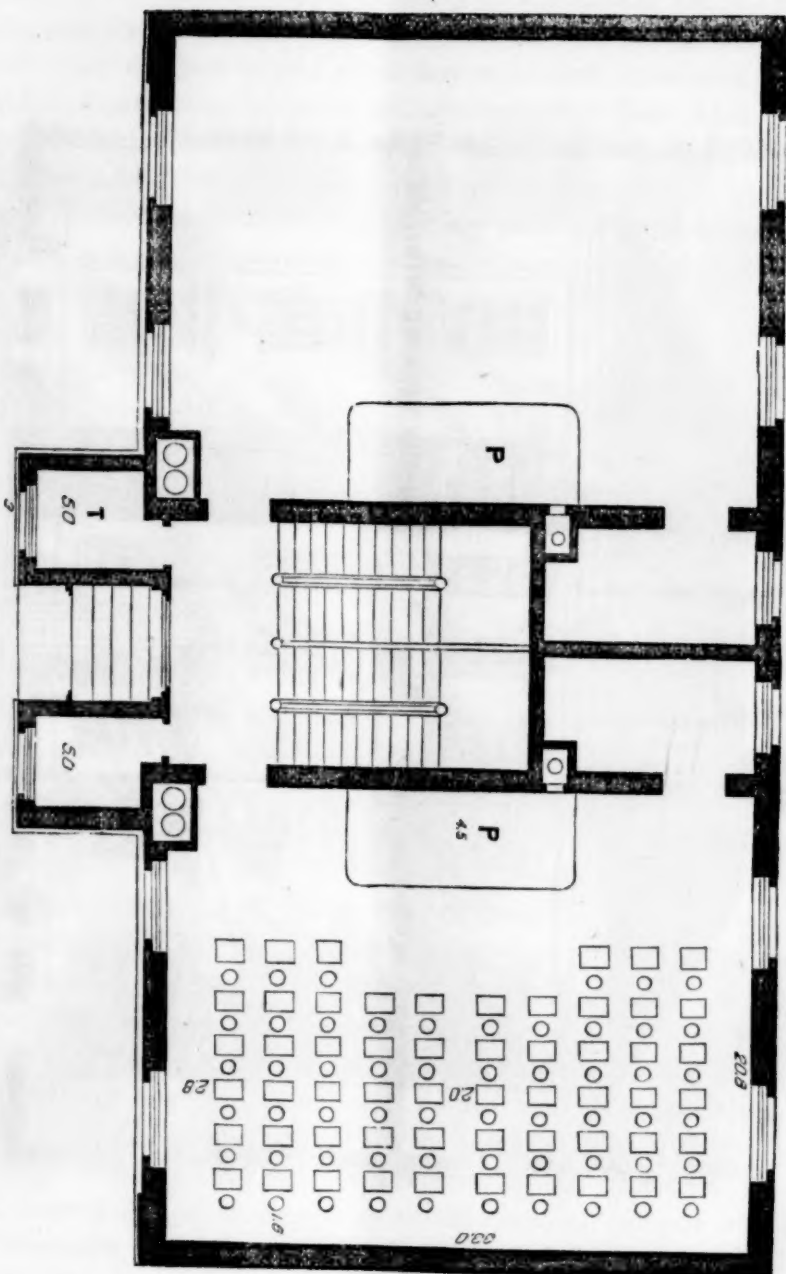


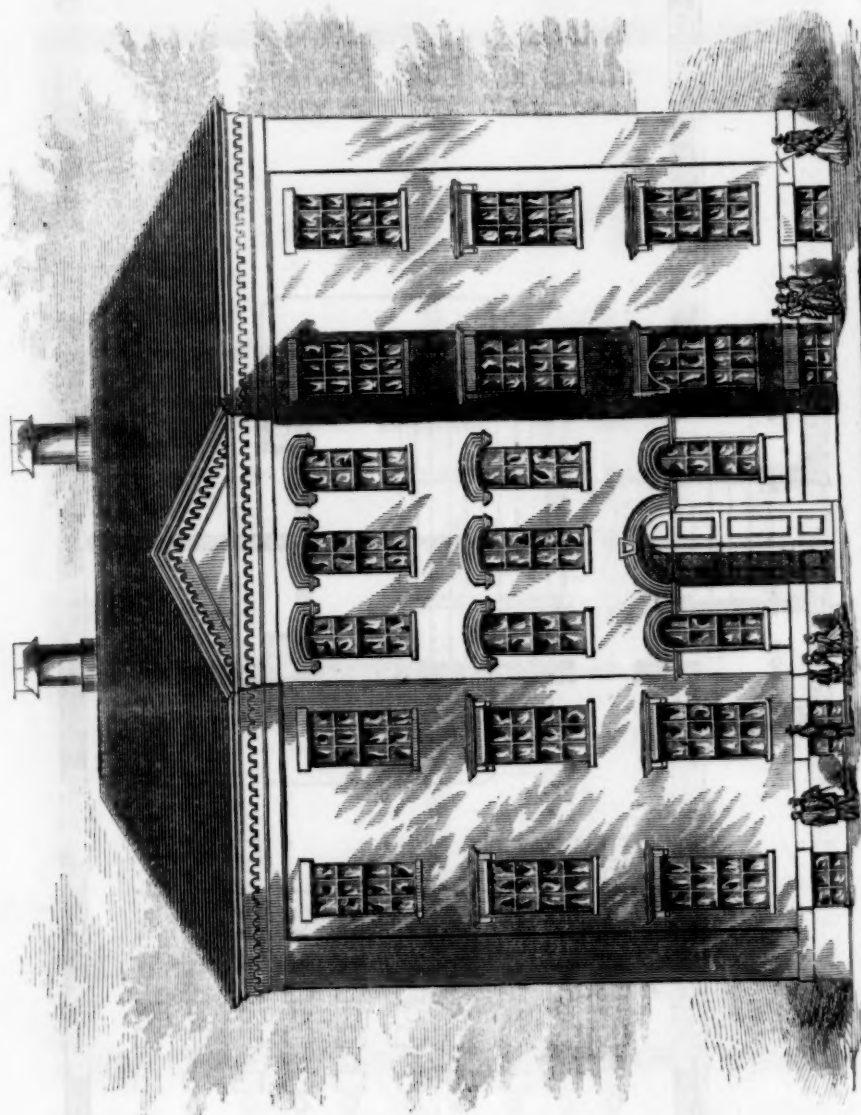
other conveniences. In these designs, E denotes the Entrance; H, the Entrance Hall; C C, or C R, the Clothes Closet; R, the School-Room; P, the Teacher's Platform; C, a Cabinet, for which it is especially desirable that provision should be made in a Primary School, where object lessons have such especial importance; W, a Wardrobe for the Teacher; V, a Ventilator, except in Plan No. 3, in which it denotes Vestibule; S, in Plan No. 1, a Ventilator in connection with the smoke-pipe; but in Plan No. 2, a Sink; U and D, Up and Down; and T, in Plan No. 4, a small Room for the Teacher.



NO. 3.—FOUR SCHOOL-ROOMS IN EACH STORY.

NO. 4.—PLAN OF NEW SCHOOL-HOUSE ON POPLAR STREET.





NO. 5.—ELEVATION OF NEW SCHOOL-HOUSE ON POPLAR STREET.

A change more important than that of mere architectural improvement has been the supply of nearly all the schools with single desks and chairs, instead of the little arm chairs (without desks), which were so great a gain when they were first introduced, but which had now fallen behind later improvements. How much the child needs the desk for comfort, and the convenient use of book and slate, is obvious. "This improved mode of seating," states the Superintendent, in his last Report, "has proved a great blessing, not only as a sanitary provision, but as an important help in moral and intellectual education."



THE OLD ARM-CHAIR.



THE NEW DESK AND CHAIR.

The schools have been also furnished with slates and tablets devised expressly for their use by the Superintendent. The desks are made with convenient receptacles, through which the slates slide up and down; and Mr. Philbrick remarks that the slates would have been almost useless without desks, the experiment of using slates with the arm-chairs having proved a failure. The importance of the slate for the improvement and happiness of the primary scholar cannot be overstated; and the attention of committees and teachers is earnestly invited to the Boston Primary School Slate, with its engraved border and its provision against noise and marring of the desk, and no less to the admirable Tablets for Reading, Writing, Drawing, etc., prepared by Mr. Philbrick.

A change still more important—"the essential measure which was necessary to render others available"—has been the classification and gradation of the schools. Six years ago, the Primary Schools of Boston were all ungraded, and presented in this respect a wonderful contrast to the admirable Grammar Schools of the city.

I well remember the feelings of surprise, of astonishment, with which I first visited school-houses containing three, four, and even six Primary Schools, and found them all independent and constituted without the slightest respect to each other. Each school received the youngest pupils, and carried them through the whole course preparatory to the Grammar Schools. Each school was divided by the school regulations, into six classes, so that each class could receive but about twenty minutes' attention during each session of three hours. How the rest of the time was spent by most of the pupils, especially by those who could not read, with what suffering to themselves and annoyance to the teacher and fellow-pupils, with what anguish of restlessness or torpor of sleep, can be readily imagined. I quote from a Report of the Superintendent in 1857. "Go into any of these schools at any time of day, and in nine cases out of ten, if not in forty-nine out of fifty, three-fourths of the pupils will be found without profitable employment. Thus the time of these children is wasted for precious months and years in succession. But this great waste of time is not the only evil arising from this defect. Many bad habits are formed. The strength of the teacher, which should be expended in teaching, is necessarily taxed to a great extent by the incessant vigilance and care requisite to keep these idlers out of mischief, and to procure some reasonable degree of stillness."

During the short time that has since elapsed, so much has been done in the way of classification and gradation, that, of the two hundred and fifty schools, ninety-nine have only one class, and ninety have only two classes; while, of schools less favorably situated, nineteen have but three classes, and ten have four, leaving only thirty-two schools still ungraded.

"As a result of the above-mentioned arrangements and facilities, it has been rendered possible," the last Report of the Superintendent states, "to keep the children profitably and pleasantly employed, thus remedying to a great extent the *incalculable evils and mischiefs* which formerly existed in our Primary Schools, in consequence of the impossibility, as then situated, of giving the pupils suitable occupation.

"More attention is paid to the health and physical development of the scholars. They are not kept sitting with their arms folded.

They are beginning to be trained to sit in a proper position, but they are not permitted to sit long without a change of position. Physical exercises have been introduced to some extent."

Another most beneficial effect is said to have resulted from placing the Primary Schools under the direct charge of the School Committee. Their teachers have been put on an equal footing with those of the Grammar Schools in respect to qualifications and compensation. Hence teachers of higher attainments have sought these positions; few, except such as were thoroughly educated, have obtained appointments; and the average ability of the present corps of teachers is far higher than the previous average. This is as it should be. Certainly, no teachers should be above those of Primary Schools in didactic ability or in honor.

Other, and certainly not less vital changes, cannot, perhaps, be more strikingly presented than by two extracts from the Reports of the zealous, skillful, and energetic Superintendent of Schools, to whom Boston, and indeed the whole community, owe such a debt of gratitude for his labors and their beneficent results. I first quote from that part of his first Report, May 5, 1857, in which, having commended the good qualities found in the Primary Schools, he proceeds to speak of their defects.

"The most important of these defects is *the want of that kind of teaching which really educates*; which imparts a knowledge of things, as well as of the forms and sounds of words, and which duly develops the various faculties of the mind,—*training* the pupils to right *habits* of thought, feeling, and action. This kind of teaching is not at all rare in our Grammar Schools, especially in the upper classes; but it is a remarkable fact, that it is, so far as I am capable of judging, but very little practised in our Primary Schools. In place of it, we have what is called 'the rote system.' The memory is almost the only faculty regarded, and only one element of that, viz.: the memory of words, while the memory of the understanding is seldom called into exercise.

"In my visits, it was very uncommon to hear, in any of these schools, a single question or remark by the teacher which had any reference to the understanding of the children. In many cases the reading was but little more than the mechanical pronunciation of an unknown tongue. There is a text-book in daily use in all these

schools, entitled 'Spelling and Thinking Combined'; but in all the exercises in this book, I never saw the slightest evidence of any attempt at the combination indicated in the title."

In his last Report, September 9, 1862, the Superintendent writes as follows :

"But the greatest improvements which have been effected are those which relate to the spirit and methods of instruction and discipline.

"As has been already intimated, the grading of these schools, and other facilities which have recently been supplied, have made it practicable to introduce these improved methods of teaching and governing. In our best Primary Schools the pupils of the first class are taught to write on their slates a fair, bold hand, a better hand, indeed, than can be written by the pupils in some lower divisions of Grammar Schools. This is the result of a judicious use of the slate, through all the grades, beginning with the alphabet class, according to the system presented on the tablets and slate frames. In schools where these exercises are the best, we do not find that other branches have been neglected, but that uniform excellence characterizes all the performances of the pupils. The pupils are taught to sit in the right position, to keep their slates in the right position on their desks, and to hold their pencils properly, and then *one single element* is given at a lesson. This element consists of a letter, or a part of a letter, or a geometrical line or figure, the children never being permitted to play with their slates or to scribble on them, or even to take them from their desks except when directed to do so.

"Perhaps there is no one particular in which there has been greater improvement in teaching in these schools, than in the mode of teaching the alphabet and the first steps of reading and spelling. Where the schools are fully graded, the beginners constitute a school by themselves, the teacher having no other class to instruct. The children of this class whose hard lot under the old arrangement, being necessarily compelled to do nothing but sit still, with arms folded, for the greater part of the time, used to excite our deep compassion, now afford, in many schools, a spectacle delightful to look upon. They are taught in a more rational manner than formerly, pleasant and profitable occupation being given to all, so

that there is little opportunity and little disposition for mischief, and consequently little occasion for punishment. The teacher points to a letter on the blackboard or a tablet. All are required to look at it. Perhaps the letter is traced out before the eyes of the pupils so that all may observe its *form*. Its *name* is then given, and all repeat it distinctly. Then its *sound* is made by the teacher, and all the pupils are required to try to imitate the sound. The children are kept at this but a few minutes. They now take their slates, and try to *find* the letter on the frames. If any do not succeed, they are assisted. The next step is to take their pencils and *imitate* the form of the letter. As soon as two letters are learned in this way, they are combined into a *word*. This word is written on the blackboard, or shown on the tablet. It is spelled by naming the letters. It is spelled by giving the sounds, or analyzing it. It is talked about. It is put into a sentence. As soon as a word is made which names some familiar object, the object is talked about, or a drawing of it made, if the thing itself is not at hand. This is only a very imperfect sketch of the work of a very small part of a day in one of our good schools. The children are happy. The first steps of their education are what are requisite to prepare them for those which are to follow."

What a contrast between these two pictures, taken with an interval of but little more than five years!

A C.

REVIEWING STUDIES.

THERE are two points in connection with reviews not sufficiently regarded by teachers. The first is, that reviews should be topical rather than periodical. It is the practice of many teachers to review on a regular day, once a week, or once a month. Now the object of a review is not only to refresh the pupil's mind upon the subject matter gone over, that it may be better retained in the memory, but it is also, and more particularly, to give him a comprehensive view of the subject that he may grasp it as a whole, and thereby secure a deeper and more lasting impression upon his mind. Periodical reviews often stop a pupil in the very midst of a

principle, or fact, that ought not to be reviewed by piecemeal. A class in natural philosophy may have half completed the subject of hydrostatics ; or, in arithmetic, may be in the midst of an explanation of the rule for the division of one fraction by another ; but if Friday, the inexorable review day, is reached, the class must retrace their steps and leave undone work which ought not to be relinquished until it is completed. Let such a class spend a few more days in advance work, and then review hydrostatics, or fractions, or the division of fractions, and they will be able to view the subject in its entirety, and to classify facts and principles according to all their important bearings and relations. Our school textbooks are so divided into topics and chapters, that no great amount of time need be devoted to advance study, before such a review will be convenient ; thus securing *frequent* as well as topical reviews.

The other point is, that first reviews should be general, including in outline the principal and essential points of the subject, leaving incidental and secondary matters to be gathered up in subsequent and more particular reviews, or, as will generally be the case, to be suggested by the main facts and principles themselves. A class in astronomy, or in physical geography, reviewing the subject of tides, need in the first place to review, and to keep uppermost in the mind, a clear definition of tides, the position, movements, and relative attraction of the heavenly bodies concerned in producing them, and the yielding nature of fluids. These few facts, properly considered in connection, will give even young minds a view of the philosophy of tides that will not fail to be lasting. The other facts belonging to the subject, such as, that tides occur later each succeeding day ; that they do not occur at the same hour at different places on the same meridian ; and that they are higher at some places than at others ; together with the reasons therefor, will afterwards all be very easily reviewed and associated with the main points before mentioned.

We believe the main reason why so little of the geography learned at school is retained and made serviceable in after life, is the fact that the information there acquired is not classified nor arranged in the pupil's mind, so as to give an intensity to his impressions sufficient to make them enduring. Unimportant facts are

introduced without method, which overtask the memory and confuse the association of more important matters, until the learner's geographical knowledge is little else than a mere heterogeneous melange.

We have always found recitations in review conducted by questions written upon the blackboard, which the class are required to answer in writing, highly serviceable. Such exercises give pupils an opportunity for reflection, and to generalize their knowledge—two very important points in a topical review.

A. P. S.

HELPS TO THE STUDY OF LATIN.

NUMBER I.

THE march of improvement has as yet discovered no method by which a knowledge of a dead language can be acquired without hard study. Mental toil is the price which all must pay, who would drink deep of the spirit that wells up from the fountains of Grecian and of Roman thought. But effort, of every kind, needs direction to be successful. Physical strength and mental power become most efficient, when guided by good judgment and sound common sense. The young who would learn must study; but in their studies they need aid, more or less, and especially in elementary principles and branches. There is a difference, and a choice, in the helps which are placed within reach of the pupil. The efforts of those who have attempted to aid the learner have, in many cases, resulted in multiplying rather than in improving those helps.

When the system of Instruction in Latin and Greek, commonly known as the Arnold system, was introduced into the schools of this country some fifteen or twenty years since, it was received by the various classes of educators with feelings widely different. The more conservative class, with their usual persistent attachment to the "old way," predicted an entire shipwreck of classical scholarship for those who presumed to depart from the path which had been followed by so many classical worthies. To them it boded no

good for sterling mental culture, to have the polished sentences of Cicero and of Cæsar, Thucydides and Xenophon, taken from their connections, cut, carved, and served up by piecemeal. It savored too much of the practice of returning to the nursery, to prepare children's food for the stomachs that ought to be able to digest solid meat. They feared innovation, and would let well enough alone.

There was another class, whose fondness for novelty found in this new method the most extravagant delight. They had never believed that the tyro in Latin should begin the study of that language, as had been the custom, by committing to memory the grammar, *verbatim*, and then with the most confused notion of roots, endings, and inflections, attempt at once to interpret the stately sentences of Cicero, or the elliptical periods of the Commentator on the Gallic War. It was more congenial to their feelings to have the burden they were to carry up the hill of learning so divided and subdivided, that it should be a pastime rather than a task. A little work at a time, and that easy, would certainly be very pleasing. It was a happy conception, to take a column of naked Latin words and put them together and make a round Roman period, all expressive with solid Roman thought! As baby jumpers were destined to render the work of the nursery one of the most attractive employments, so the Ollendorff system of Instruction was to make the acquisition of a language a most delectable pastime.

Sufficient time has elapsed for the experiment to be tried, and both classes, alluded to above, have had an opportunity to witness the results. The realization of those results does not, in either case, correspond to the extravagant anticipations indulged; and, as is usual in such cases, the *Horatian mean* claims to be the *via amoenissima*.

It has been found, on the one hand, that a knowledge of Latin can be obtained without making use of all the crudities of the old Accidence; that some improvement at least is possible in the arrangement and application of the principles of the Latin Grammar, as well as in the manufacture of cooking stoves and carriages, washing machines and ploughs. On the other hand, it has appeared, that while continued dabbling with naked words and short, iso-

lated sentences, may give considerable proficiency in the various forms of Latin inflection, and in the structure of simple sentences, it does not lead the learner into a thorough knowledge and appreciation of the Latin language. He may possess great skill in word dealing, and yet be entirely ignorant of the real spirit of the great Roman authors.

That the Arnold, or Ollendorff, system in the study of a dead, or foreign language, is, all things considered, the best *to begin with*, we have not the slightest hesitation in affirming. Commencing with the most simple elementary principles of the modification of words, and the framework of the simple sentence unmodified, and by presenting those principles one at a time, and applying them immediately, it certainly leads the pupil along the first steps in the study of language by a more rational method than the old practice of committing to memory all the forms of declension, comparison, and conjugation, and then attempting, as a first effort, to unravel a complete sentence with all its inversions and modifications, to which he must be almost an entire stranger. For it must be borne in mind, that however well the pupil may commit and recite, *memoriter*, the various grammatical inflections, he cannot fully, nor to any great extent, understand the use of those inflections, until he sees them in an actual sentence—a sentence made and moulded by the thought of one who used the language as his own. Hence the necessity of a simple exercise in translating, almost at the outset of the study, and as a constant accompaniment to the grammar, as the learner progresses in its principles and forms. Such a method is philosophical. It is a judicious help to the pupil in his first steps, giving him to begin with assurances of progress for his encouragement, and saving him from the disgust so sure to follow the excessive tasking and overtasking of the memory, in learning grammatical inflections and definitions, long before he knows fully the use of them, or can have an opportunity to see them applied.

Herein consists the prime excellence of the Arnold system. It commences with elementary principles; leads the pupil gradually and intelligently into an understanding of the more complex forms and principles of language. Every step, fairly gained, gives him greater power to accomplish the succeeding one. From first to last, the philosophy of the language is the thread that guides the

learner, though perhaps unconsciously to himself. The idioms of the language are analyzed and compared with the English, that they may be freely and smoothly translated, and not rendered with that literal rigidity so often heard, and so grating to the ear of the elegant scholar.

But it seems to us that some of the First Books in Latin upon this system, are too full, and contain much matter not necessary for the pupil before he commences the use of his reading book and grammar proper. Such a book should contain only the leading principles necessary to commence reading easy Latin; but it should be finished before entering upon any reading exercises, other than what may be furnished for the purpose of illustrating the principles successively presented. Those exercises should be brief, employing but few Latin words, but presented in a variety of form. A few such exercises, read and reread many times, are preferable to a more extended list of sentences. But the reading of short, isolated sentences, can never imbue the mind of the learner with the spirit of the Latin tongue. That can be done only by reading in connection the consecutive thoughts of the same author. The reading of a page in Cicero, or Cæsar, or of fifty lines in Virgil, will give a better insight into the Roman language, than would ten pages of short disconnected sentences. The work preparatory to reading should, therefore, be soon accomplished. Then let the reading book, lexicon, and grammar, be taken in hand in earnest. What may be denominated the incidentals of the study, may be carried along as collateral work.

If the accomplished professor in one of our New England colleges, who has prepared an excellent First Latin Book, and one most used in New England schools, would, with nice discrimination, strike from that book thirty per cent. of its matter, he would, in our estimation, enhance the value of the work an hundred fold. In the highest sense would it then be a most efficient "Help to the Study of Latin." Whatever might be excluded from its present form might, without loss to the pupil, be incorporated into the author's Second Book, a work which we regard as a most excellent one if used in connection with reading Latin authors; but certainly not a book to be used before such reading.

In a future number we shall have something to say about Latin Grammars and Editorial helps in the Latin Classics. A. P. S.

HOW TO INTEREST PUPILS IN THEIR STUDIES.

THE studies of the school must form the grand centre of interest to all concerned, and it is useless to attempt to interest pupils in anything else than the appropriate work of the school. It is all very well that occasional exercises of a lively character are introduced, and made attractive; for they serve to refresh the mind by way of variety. But from the moment when a teacher first enters a school, the idea should prevail among the pupils, that work—school work—is the order of the day. This will relieve the teacher from the correction of much incipient mischief, for the youthful mind is active and needs employment; it is impatient of restraint when it has nothing to do, and the surplus of youthful spirits will best be washed off by immediate and constant occupation. It is a mistaken policy to wait and see to what extent pupils will apply themselves voluntarily, in order to ascertain who must be made to study and who will do it without urging. But the teacher should not attempt to drive his pupils to study. He should rather lead them. If he sets himself immediately to work, and interests himself personally in their duties, there will be very few pupils who will not follow him with alacrity. There are innumerable opportunities daily for the teacher to manifest his interest in his pupils, and to perform various offices of kindness that will attach them to him by ties they will be unwilling to sever by any faltering in zeal, or dereliction in duty, on their part. Such a course establishes, on the part of the teacher, a kind of magnetic influence over the school, which affects even drones and refractory spirits.

After the school has become so engaged that it “warms with work like a bee-hive,” the continuance of such a spirit will depend very much upon the ability of the teacher. He must, by his own tact and ingenuity, so govern, without apparent effort, that nothing shall intrude to disturb the harmony of the school, nor to divert the pupils from their chief interest. He must give assistance judiciously when needed; encourage the timid, and have patience with the slow and dull; and he must, by his own enthusiasm, throw a charm around the recitation that will make it so attractive to the pupils, that they shall not only be willing, but anxious, to participate in its duties.

The teacher who makes the personal acquaintance of his pupils and their parents at their homes, will, in most cases, secure the coöperation of both in favor of all that pertains to the best interests of the school. When children see that their teacher seeks them out in a friendly way at their firesides, and that such a course is pleasing to their parents, there is in their young breasts a spontaneous desire to reciprocate the kindness by acting well their part in school.

It is a moral wrong to flatter pupils, and to attempt to gain their good will by undue praise; but it is allowable, and often highly serviceable, to bestow judicious commendation for well doing. It gives a healthy assurance to all; and especially encourages those who learn with difficulty, working hard for small progress, and who are quite apt to underestimate and be dissatisfied with their results. It is therefore a good policy to keep a school record, and make out regularly judicious reports, in which a fair credit shall be given for all that is praiseworthy. Adopt a system that shall give credit not only for results, but for well directed efforts; for industry as well as for scholarship and deportment. This will give the pupil of slow powers, but of industrious habits, a chance to stand by the side of the brilliant intellect which is unfortunately associated with indolence and want of application. From considerable experience, we are thoroughly convinced that a good system of reporting, prudently and fairly used, is a valuable auxiliary to the teacher in interesting pupils in their studies. A. P. S.

SCHOOLS NOT GOVERNED BY RULE. — It is difficult if not impossible to lay down definite rules by which the teacher, following as a ritual, can govern or instruct a school. There are certain qualifications, certain kinds of talent and of tact, certain qualities of the head and of the heart, necessary for such a task; and as the teacher possesses or acquires, develops and uses those qualifications, or is wanting in the possession and use of them, success or failure will follow.

STUDY THE CHARACTER OF YOUR PUPILS.

THE successful disciplinarian needs to be a thorough student in human nature. An ability to read the peculiarities of his pupils, will show him that, as they are widely different in their character, temperament, and degree of cultivation, so must his methods of dealing with those pupils be as different, and specially adapted to the circumstances of each particular case. The pupil who is dull of comprehension, diffident; and for that reason often falls short in the performance of duty, needs not so much to be driven nor urged, as to be encouraged, allured, and to be borne with in patience; while the brilliant, though hot-tempered, and insolent youth, who flies into a passion at the least exciting cause, and breaks over all rules and sense of propriety, will require to be met with the utmost decision, coolness, and unimpassioned reasoning. The boy of low, vulgar tastes and tendencies, and the shameless girl, must be kindly and plainly shown their great mistake, in their estimation of what is worthy and what is not; and must be led in the better way by judicious counsels and lofty motives. The malicious and unprincipled must be disarmed by the teacher's own magnanimity and integrity, and the pupil who has become prejudiced, needlessly perhaps, against his teacher, must be disabused by kindness, especially in little things. Those roguish boys and girls — good-natured, but thoughtless; brim full of fun, but meaning no harm — must not be harshly dealt with, but gently checked, and must be shown, that while there is a time and a place for all things proper, trifling with the precious time of school, with the rights of other pupils, and with the authority of the teacher, is a little too serious to be indulged in for mere sport.

Then there is another class of pupils whose management requires great tact and prudence. We mean those children who are neglected and abused at home, and whose countenances so often wear the marks of sadness and of sorrow. They need the teacher's utmost forbearance and especial compassion. To them the world seems very hard. Teacher, if you can make the hours spent in the school-room the sunny portion of each day to them; if you will allow them to see a friendly smile on your countenance, though they seldom or never see one on the faces of those who have the

care of them at home, you will have the proud satisfaction of making glad their sorrowful hearts, and, furthermore, you will have their hearty co-operation in all good measures for the success of your school.

A. P. S.

DO N'T GOVERN TOO MUCH.

MANY schools fail of success because their management is overdone. Some of the worst failures — those which prove most disastrous to the school, and most mortifying to the teacher and his friends — are those where the teacher has governed too much — where a prodigious effort at government was made, not because the circumstances of the school seemed to call for it, but because the teacher had the erroneous impression that governing his school was his principal business, and therefore a demonstration should be made at the outset, and continually. Such an uncalled-for assumption of authority provokes a spirit of dislike and hostility on the part of the pupils, entirely destructive of good order, and such, indeed, as no teacher can quell or withstand. We have seen schools in the utmost confusion for no other reason than that they were constantly irritated by the teacher, who was so painfully impressed with a sense of his authority, as to keep himself continually fretting and menacing, in a kind of effectual bluster; when a single kind, but decided word, would have reduced chaos to order; when the only thing needed for the pupils to apply themselves, was to be let alone.

Let a teacher show, by his countenance and by his actions, that he expects the discipline of his school will occasion him a great deal of trouble and hard work, and the school will surely see to it, that the trouble and the hard work are furnished, to an extent that will meet his highest expectations.

THE foundation of a vigorous old age is a good constitution of the body in a man's childhood. — *Plutarch*.

Resident Editors' Department.

EDUCATIONAL PUBLICATIONS.

THE Department intended to say a few words last month about the objects for which magazines in general, and the *Teacher* in particular, are published. As the Department could not say it last month, perhaps there is no need of saying it this month. We confess that our object was to induce some of our lukewarm teachers to subscribe. We think it quite likely that all the delinquents — except the two or three persons whom we do not want — have sent in their names by this time, and there may be no further necessity for agitating this disagreeable subject. Unhappily, we neglected to inquire of the Finance Committee in regard to the matter, and therefore we feel compelled to say what the spirit moved us to say a month ago.

Magazines, then, are published for two purposes: First, to glorify those who publish them, or, second, to benefit the rest of mankind. It has been said that some parties publish periodicals for the profit, but, from our stand-point, we are utterly unable to comprehend such an idea. We never had any experience in that direction, and therefore we prefer to disbelieve the insinuation.

Certainly the *Teacher* is not published for profit: the contrary proposition is too absurd to require our notice. It must, therefore, be issued for the glory of those who publish it, or for the benefit of others. We have not yet organized a Mutual Admiration Society, and though we have read the *Teacher* diligently for many years, we never saw that its conductors were given to "puffing" each other, or puffing themselves. Though the trio composing the Department may all be good looking men, and may be otherwise attractive and useful, we do not propose to occupy any considerable number of our pages in setting forth the fact to the world. Our predecessors were equally prepossessing in their looks and manners, but with becoming modesty they kept the matter entirely to themselves. This Department intends to be equally circumspect. We therefore believe that the *Teacher* is not published for our glorification; and we further believe that each member of the Department would joyfully be relieved from the arduous duties which nothing but a desire to serve the cause of education could have induced them to assume.

Of course, then, it follows that the *Teacher* is published for the benefit of the rest of mankind, in general, and the teachers of Massachusetts in particular. It is not *our* magazine; it is the teachers' own. It is owned, published, edited by them. It is in their hands. If they do not like its management, they may change it as they think proper. It is the organ of the Massachusetts Teachers' Associations whose Board of Directors select the editors, monthly and resident.

It is published for the benefit of the teachers of this State. Its pages are open to every one of them for the expression of his opinions on educational topics, so that each may instruct and stimulate all the rest. It is just as much a matter of

concern to the humblest teacher in the smallest district, as it is to the officers of the Association.

We respectfully but earnestly submit that those teachers who do not subscribe for the *Teacher*, are burning their own fingers. The magazine is theirs just as much as ours. If they cannot find anything in it that is worth reading, let them attend to the matter at once. This publication has labored to make teaching respectable; to give the profession a good name and a worthy compensation in the State; and it has not labored in vain. We believe it has given more influence and more salary to every instructor in this State, even to those who so gingerly pass it by on the other side.

The *Teacher* may and ought to be a positive helpmate. Our neighbor got an idea from an agricultural journal which put a thousand dollars into his pocket. We obtained a suggestion from a teachers' journal which was worth all the money we have paid in twenty years for educational publications. People do not laugh at "book-farming" in modern days; and those who sneer at book-teaching are a quarter of a century behind the times.

No progressive teacher can afford to do without an educational publication; and as the *Massachusetts Teacher* is an educational publication, the inference is too plain to require a single word of comment.

EDUCATIONAL MEETINGS,

At Educational Rooms, No. 119 Washington Street, held on the *first* and *third* Saturdays of each month, commencing at 2½ o'clock and closing at 4.

Dec. 20. — Geo. Allen, Jr., chairman. Twenty-eight present.

John P. Payson, Chelsea, chairman of next meeting.

Wm. E. Sheldon, Newton, recommended the Manual on Object Teaching, by E. A. Sheldon, assisted by Miss M. E. M. Jones and Prof. Krusi.

Topic for the hour, "Teaching of Morals."

Mr. Payson, — The teaching of morals cannot be separated from the doctrines and principles as taught by Christ. I do not believe in lessons at stated times, — we should take the time when we can say "Thou art the man."

Rev. Mr. Northrop, — Moral instruction should be incidental. We should take advantage of occurrences day by day. Object lessons give favorable opportunities for moral lessons. Teachers unconsciously lie to scholars. We ought to have faith in children, and not on supposition charge them with a lie.

Mr. Stone of Plymouth, — Set lessons can be assigned, and scholars required to prepare themselves to give their opinions, when you will make them do some thinking; but I should rely principally on incidental instruction.

Mr. Clark, Bigelow School, — Teaching children to be *good and honest, reaches down to the bottom of our work*. I believe the only way is to do it indirectly from the daily occurrences of the school-room.

Cowdery, — Moral Lessons are *excellent*. They are to morals what Colburn's First Lessons are to Arithmetic.

Lewis B. Monroe,—Why do we not do right when we know the right? Because we do not *thoroughly* believe that we shall be happier by doing right, but that the greater happiness comes from doing it. Much more is taught by *acting* than by *talking* morality.

Mr. Hoyt of Stoneham and Mr. Sawyer of Medford followed.

Jan. 3, 1863.—Mr. Payson in the chair. Sixty-two present.

Mr. Marble of Braintree chosen to preside at next meeting.

Wm. Reed of the Brimmer School opened the topic "Corporal Punishment." In theory he was opposed to whipping, but in practice he rigidly adhered to it.

Lewis B. Monroe,—I had to use the rod when I taught, and could not get along without it.

Granville B. Putnam, Quincy High School,—I *never* use the rod—I think it may be necessary in some cases.

Samuel W. Mason, Eliot School,—My *theory* and practice are to use the rod. I should not expect to use it in a high or select school, but a good common district school or grammar school cannot be, as society is constituted, without corporal punishment. I seldom punish in my own class. I think teachers should be supreme in their respective rooms, and, if any of my teachers send a boy to me for punishment he will surely get it without a question. It is a great mistake to punish for every peccadillo. It is not the *frequency* but the *severity* of punishment that tells.

Wm. E. Sheldon, Newton,—I take one exception to the gentleman. I do not believe in punishing on the authority of assistants, without knowing something of the offence.

Henry C. Hardon, Lawrence School,—I cannot agree with the last gentleman. When a scholar is reported for punishment, the master should punish him without a question. The teacher's evidence should be sufficient.

Chairman,—Should be cool, deliberate, and punish without passion.

D. B. Hagar, Jamaica Plain High School,—I think I have not punished as many scholars as I have taught years. Punishment is sometimes necessary, but the great art of teaching is so to manage as not to need it.

It is better to convince children of the evil of their errors than to prevent them by fear. "If you have a hard case make him your right hand man."

Topic for next meeting, "Written Arithmetic."

SEC.

CREATE a taste in youth for good books, and the pleasures of literature will supply the place of those grosser pleasures that lead astray the unthinking. It is the will made strong by cultivation that enables a man to resist the cravings of those appetites whose indulgence brings death. The ignorant man must of necessity be a man of narrow views and strong prejudices; and even in questions which involve great moral principles he is quite as likely to be wrong as right. The safe man in society is the man who is competent to do his own thinking.

ROLL OF HONOR, STATE NORMAL SCHOOL, BRIDGEWATER, MASS.

UNDERGRADUATES.

Entered in Class of

- March, 1860. Thomas Conant, Jr., 2d Lieutenant, Co. C, 29th Regiment.
 Sept., 1860. S. N. Grosvenor, Private, Co. C, 29th Regiment.
 Sept., 1861. Granville H. Gould, Bridgewater, Private, Co. C, 29th Regiment.
 " " Charles Reccord, Berkley, Private, Co. A, 3d Regiment.
 March, 1862. Eben W. Fuller, Montville, Me., Orderly Sergeant, Co. G, 26th
 Maine Regiment. Died in Hospital.
 March, 1862. Beriah T. Hillman, Chilmark, Orderly Sergeant, Co. K, 43d Reg.
 March, 1861. Warren T. Hillman, Chilmark, Corporal, Co. K, 43d Regiment.
 March, 1862. Marcellus G. Howard, Bridgewater, Private, Co. K, 3d Regiment.
 " " Charles F. Stuart, Hampden, Me., Maine Cavalry Regiment.
 March, 1859. B. W. Parsons, Lynnfield, at New Orleans.

GRADUATES.

- July, 1845. Brig. Gen. G. L. Andrews, Bridgewater, with Major-Gen. Banks.
 July, 1845. Hiram A. Oakman, Marshfield.
 Dec., 1845. Sidney C. Bancroft, Salem.
 August, 1847. Edwin H. Keith, Bridgewater, 3d Assistant Engineer, gunboat
 Augusta.
 Dec., 1849. William H. Ward, Boston, Co. K, 45th Regiment.
 August, 1852. Jairus Lincoln, Jr., Yarmouthport, Ord. Sergeant, Co. E, 5th Reg.
 August, 1852. Albert Wood, Northboro', Surgeon, 29th Regiment.
 August, 1852. Franklin Jacobs, Hanover, Sergeant Major, 4th Regiment.
 August, 1853. Charles B. Johnson, Northboro'.
 Nov., 1853. Leander Waterman, E. Bridgewater.
 March, 1854. Elbridge P. Boyden, So. Walpole, Private, Co. D, 43d Regiment.
 March, 1855. B. T. Crooker, Bridgewater, Hospital Surgeon.
 Sept., 1856. Fred. C. Smith, Waterford, Me. Dead.
 March, 1859. Edmund Cottle, Randolph, 2d Lieutenant, Co. D, 4th Regiment.
 Sept., 1859. Isaac F. Kingsbury, Newton, Co. K, 32d Regiment.
 " " Virgil D. Stockbridge, Canton, Me., Officer in Western regiment.
 March, 1858. Fred. O. Ellis, S. Boston, Private, Co. E, 45th Regiment.
 Sept., 1858. E. W. Nutter, E. Bridgewater, Private, Co. A, 38th Regiment.
 Sept., 1859. Peter C. Sears, Mattapoisett, 33d Regiment.
 " " George A. Wheeler, E. Bridgewater, Co. A, 38th Regiment.
 March, 1860. George T. Keith, Bridgewater, Private, Co. K, 3d Regiment.
 Sept., 1859. Wilmon W. Blackmar, Boston, Pennsylvania Cavalry.
 March, 1859. John E. Bryant, Woburn, Postmaster, Fortress Monroe (enlisted
 as private).
 " " Francis T. Crafts, Bridgewater, Private, Co. K, 3d Regiment.
 " " William K. Crosby, Mattapoisett, Lieutenant, at New Orleans.
 " " A. G. R. Hale, Stowe, Private, Co. A, 45th Regiment.
 " " Henry Manley, N. Bridgewater, Co. K, 3d Regiment.
 " " William H. Osborne, E. Bridgewater, 29th Regiment.

- March, 1859. John W. Prentiss, Webster, 26th Connecticut.
 " " Theodore Rodman, Bridgewater, Private, 29th Regiment.
 " " Albert E. Smith, Sharon, Nims' Battery.
 " " Elisha M. White, Randolph.
 Sept., 1860. Noadiah P. Johnson, Fall River.
 March, 1861. Jacob P. Almy, New Bedford, Corporal, 33d Regiment.
 " " Thomas S. Howland, N. Dartmouth, Private, 33d Regiment.
 " " Joseph L. Locke, Manchester, N. H., Sergeant, 33d Regiment.
 Wallace A. Putnam, Danvers, 1st Lieutenant, 10th Regiment.
 Henry R. Lyle, Captain, N. Y. regiment.

MATHEMATICAL.

In Gray's Natural Philosophy is a question with the following data :

The receiver of an air-pump contains 12 cubic inches, and, after two strokes of the piston, 3 cubic inches of air remain in the receiver. Required the capacity of the cylinder.

Of course, it is understood that the air remaining is estimated at the same density as before exhaustion. To generalize this question, and find a formula for all similar cases, let a = the capacity of the receiver, b = the number of cubic inches of air remaining, n = the number of strokes, and x = the capacity of the cylinder. Since the air expands after each stroke, and fills both receiver and cylinder with air of uniform density, the tension of the valve being supposed nothing, it is evident that the part of the contents taken out at each stroke is expressed by the ratio of the capacity of the cylinder to the sum of the capacities of the receiver and cylinder. Hence, the first stroke takes out the $\frac{x}{x+a}$ th part of a , or $\frac{ax}{x+a}$, and

leaves $a - \frac{ax}{x+a}$, or $\frac{a^2}{x+a}$. In like manner, the next stroke removes the $\frac{x}{x+a}$ th part of this remainder, and leaves $\frac{a^3}{(x+a)^2}$. The next remainder is $\frac{a^4}{(x+a)^3}$.

The law of the remainder is now manifest, and we have, after the n th stroke,

$$\frac{a^{n+1}}{(x+a)^n} = b, \text{ which gives } x = \left(\frac{a^{n+1}}{b} \right)^{\frac{1}{n}} - a.$$

If we apply this formula to the particular question given, we have $a = 12$, $b = 3$, and $n = 2$. Therefore, $x = 24 - 12 = 12$ cubic inches.

When the number of strokes exceeds 2 or 3, logarithms become almost indispensable. Indeed, my opinion is, that the mere arithmetician should be taught the nature and use of logarithms. They are not difficult to understand, and their utility is immense.

INTELLIGENCE.

PERSONAL.

Rev. James Freeman Clarke of West Roxbury has been appointed, by Gov. Andrew, a member of the Board of Education, in place of Hon. George S. Boutwell, resigned.

N. A. Calkins, Esq., the well-known author of a work on Primary Instruction, called "Object Lessons," has been appointed Assistant Superintendent of the Public Schools of New York City, — his field of labor being in the Primary Schools, of which there are nearly one thousand teachers.

Professor Seelye of Amherst College has declined the professorship tendered him by the trustees of Andover Theological Seminary, and will retain that of Mental Philosophy at Amherst.

EDUCATIONAL INTELLIGENCE.

University of Vermont. The Catalogue of this University for 1862 makes the following footings of Students: Medical Students, 83; Academical Students, 64; Seniors, 17; Juniors, 22; Sophomores, 15; Freshmen, 10.

Middlebury College. The Catalogue of this institution for 1862, gives the number in the several classes as follows: Seniors, 13; Juniors, 13; Sophomores, 21; Freshmen, 14. Total, 64.

Burr & Burton Seminary, Manchester, Vt. At the annual meeting of the Board of Trustees of this institution, the Principal, J. D. Wickham, D. D., who has filled that responsible position for nearly 25 years, with great acceptance, presented his resignation, to take effect with the close of 1862.

Roxbury. The Roxbury schools, notwithstanding the troublous times, have maintained as healthy and prosperous a condition during the past year, as at any former period. By the annual report of the School Committee, which has just been submitted, the whole number of teachers employed, exclusive of those at the Latin School, is 44, and the whole number of pupils belonging to all the schools is 4198. The cost of maintaining the public schools during the current year was \$47,667 86, or \$11 35 per scholar. The whole number of pupils belonging to the five Grammar Schools in the city is 1663, and the expenses have been \$24,301 16, or \$14 61 per scholar. The forty-two Primary Schools comprise 2386 scholars, and the expenses have been \$18,324 96, or \$7 68 per scholar. The number of scholars at the High School during the year has been 149, and the expenses \$5041 74, or \$33 83 per scholar. The Latin School, designed to fit boys for college, sent out eight during the year, and six of them entered Harvard University.

BOOK NOTICES.

A MANUAL OF ELEMENTARY INSTRUCTION, for the use of Schools: Containing a Graduated Course of *Object Lessons*, for Training the Senses and Developing the Faculties of Children. By E. A. SHELDON, Superintendent of Schools, Oswego, N. Y., assisted by Miss M. E. M. JONES and PROF. H. KRUSI. Published by Charles Scribner, New York. 1862.

It is evident that an important revolution is at hand in the methods and systems of education in the elementary schools of our country. Artificial methods must at length be discarded, and the development of the child must conform to Nature's method,—not by loading the memory with words and phrases, and senseless rules, merely, but by unfolding to the mind truths and principles, by means of objects, qualities, and properties,—the existence of which, discovered to the young mind, inspires the pupil with a love of knowledge and a desire to investigate the phenomena of Nature and test principles by actual experience.

This book is the fruit of the experience of three persons most eminently qualified for the work. We like the plan exceedingly. The subjects are arranged in graduated steps with reference to the order of time in which it is thought the various portions of the work laid out may be accomplished. It proceeds upon correct principles, and its selection of topics is judicious, and so elaborated that the learner in the art of Object Teaching is afforded all the aids necessary to a thorough understanding of this plan of development. No system of teaching needs more preparation for the work than this. It requires judgment and skill. No novice in the art should attempt it. A discursive conversation is by no means what is meant by systematic object teaching. There must be a careful adaptation of the topics to the faculties and power of the mind in every stage of development.

We welcome this volume as a most timely contribution to the standard educational literature suited to the age of progress in which we live. We trust it will find its way to every primary teacher in the country.

HARPER'S SERIES,—SCHOOL AND FAMILY READERS. By MARCIUS WILLSON, author of a Treatise on Object Teaching and School Charts. New York: Harper and Brothers. 1862.

This series, when completed, will consist of a Primer and eight Readers. We have before us the Fifth Reader, which we think surpasses any thing of the kind ever issued from any press in this country, in beauty of illustration and execution, designed for use in the school-room.

After a careful examination of the merits of this book in connection with the preceding volumes of the series, we are brought to the conclusion that they combine more of the essential requisites of utility in this department of instruction than has been attained by any author with whom we are acquainted. A vast amount of practical information is furnished to the pupil in the reading exercises, without impairing its elocutionary character, so essential to a school reader.

Entertaining, as we did, grave doubts on this point, we were led to examine with more than ordinary care the selections adapted to drilling in elocution, and frankly confess that our fears were *not well founded*. In fact we are not familiar with any reading book which presents a greater or better variety of styles of read-

ing, calculated to develop the oratorical powers of the pupil, than are found in the Fifth Reader. In this volume we think the author has adhered to his original plan more fully, and developed it more successfully than in either of the other books of the series, some of which we hope to notice at some future time. We heartily recommend these readers to all teachers who are interested in "*object teaching*," as they must be valuable aids in preparing for their work.

MANUAL OF GYMNASTIC EXERCISES. By SAMUEL W. MASON, ESQ., Master of Eliot School, Boston. Published by Crosby & Nichols. 1863.

All teachers and friends of education, who feel any interest in the introduction of systematical physical exercises in our schools, will extend a cordial welcome to this manual.

The exercises are all performed without apparatus of any kind, and are of such endless variety as to bring the entire muscular system of the body into action. When taken in connection with singing or instrumental music, combine pleasure with profit, with no risk of injuring the weakest constitution. We are pleased to learn that this effort of the author has been well received, and that the book has been introduced into several schools in this vicinity. In our judgment there is but one obstacle to the introduction of physical exercises into our schools, and that is the want of energy on the part of teachers in preparing to give the necessary instruction. Mr. Mason has given much attention to the subject of physical culture, and is willing to aid school committees and teachers in this vicinity in the introduction of this delightful and healthy school exercise.

We give the following as a specimen exercise from the manual, which, with the cut, will be readily understood.

Fingers on top of shoulders, arms side-wise. Fig. 7 (a).

Right arm perpendicular, and back to No. 32, three times. Fig. 7 (b).

Left arm perpendicular, and back to No. 32, three times. Fig. 7 (c).

Both arms together perpendicular, and back to No. 32, three times. Fig. 7 (b and c).

Arms alternately perpendicular, and back to No. 32, three times each.

Fingers on shoulders, same as in No. 32. Fig. 7 (a).

Right arm horizontally sidewise, and back to No. 37, three times. Fig. 7 (e).

Left arm horizontally sidewise, and back to No. 37, three times. Fig. 7 (f).

Both arms together horizontally side-wise, and back to No. 37, three times. Fig. 7 (e and f).

Arms alternately horizontally sidewise, and back to No. 37, three times each. Fig. 7.

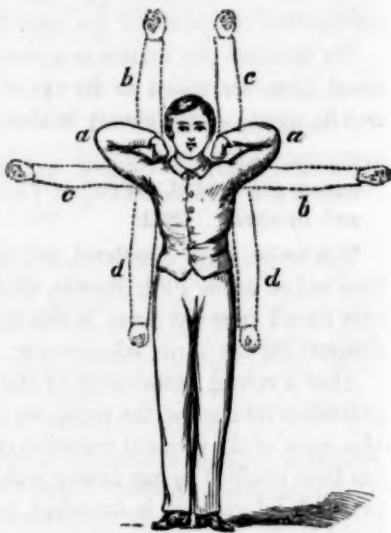


FIG. 7.

LIFE OF ANDREW JACKSON. By JAMES PARTON. New York : Mason Brothers. For sale by Mason and Hamlin, Boston. 1863.

Mr. Parton has skilfully condensed into this volume the complete story of the life of Jackson, and retained the most valuable and interesting portions of his elaborate work in three volumes, published in 1860. For the general reader this abridgement is all that could be desired. It presents the subject in a seemingly just and truthful light, neither exalting his virtues unduly nor failing to point out his many defects of character.

In addition to the value of the work as a biography, it gives a vivid idea of the times in which he lived, and of the men with whom he moved during his eventful career.

A SECOND BOOK IN GEOMETRY. By THOMAS HILL, LL. D., President of Harvard College. Boston: Brewer & Tileston. 1863.

This book is truly "multum in parvo." It has not been our pleasure to read a more original book than this. Reasoning upon facts, it is admirably adapted to develop and strengthen the reasoning powers of the student. Correct processes are suggested, but the labor is not performed for the pupil. Unsolved problems and undemonstrated theorems are furnished, upon which the learner may exercise his powers of mind in devising methods of solution for himself. It is its own teacher to a great extent, and yet eminently suggestive to the highest grade of instructors. President Hill has done the cause of education valuable service in the preparation of this and the First Book in Geometry, and, if we mistake not, they will to some extent revolutionize the methods of teaching Geometry in our New England schools.

The book is well bound, and printed in good, clear type, and reflects credit upon the well-known publishers.

A PICTORIAL HISTORY OF THE UNITED STATES. For Schools and Families. By BENSON J. LOSSING. Pp. 371. New York : Mason Brothers. 1862.

The author of this volume has well sustained his reputation by the production of this text-book. It is written in a pleasant and attractive style, and is calculated to impress the facts of our national history upon the minds of the learners in a manner not easily forgotten. Wherever the text seemed to need more facts to make the subject clear to the mind of the pupil, they have been supplied in valuable foot notes. The questions found at the bottom of each page are well calculated to test the pupil, and require a thorough preparation of the lesson in order to give a correct answer.

The book is finely illustrated with 200 well executed engravings, and is very attractive.

COMMON SCHOOL ARITHMETIC. By JAMES S. EATON, A. M., Instructor in Phillips Academy. Boston: Taggard & Thompson (late Fred. A. Brown & Co.). 1862.

This is the second of a series contemplated by the author, and is adapted to the wants of the Common Schools of New England. It presents all of the more practical principles of the science, and contains a good number of examples, well suited to make the pupil familiar with the application of the principles.

For brevity and clearness of arithmetical definitions, we know of no author who

has been more successful. It would be difficult to find a superfluous word in the entire book.

THE ATLANTIC MONTHLY for January commences the Eleventh Volume. It is rapidly increasing in popularity, and richly merits the favor which the literary public have awarded it. All of its articles are good. The sketch of Benjamin Banneker, the Negro Astronomer, is pertinent to the great question of the day, — Are the negroes, as a race, competent to take care of themselves? The closing sentence of the article must grate harshly on the ears of those residing in a *certain* latitude. "History must record that the most original scientific intellect which the South has yet produced was that of the pure African, Benjamin Banneker."

THE CONTINENTAL MONTHLY. January, 1863. To be obtained of A. Williams & Co.

We are gratified to notice a marked improvement in the opening number of the year. It presents a varied and instructive table of contents. The Editor's Table is less rambling, and to us more sensible than formerly. It deservedly ranks among the first of our American monthlies.

THE STUDENT AND SCHOOLMATE, Edited by "Oliver Optic," and published by Galen, James, & Co., 15 Cornhill, is pronounced by all the young people we meet "the best magazine there is." Since reading the January number we think they tell the truth. It is cheerful in its tone and presents valuable information in a style which will render it difficult to forget. Price \$1.00 per year, with a reduction to clubs.

SCIENTIFIC AMERICAN for 1863. Volume VIII. — New Series.

The *Scientific American* is devoted to the interests of Popular Science, the Mechanic Arts, Manufactures, Inventions, Agriculture, Commerce, and the Industrial pursuits generally, and is valuable and instructive not only in the workshop and manufactory, but also in the household, the library, and the reading-room. It has the reputation, at home and abroad, of being the best weekly journal devoted to mechanical and industrial pursuits now published, and the proprietors are determined to keep up the reputation they have earned during the eighteen years they have been connected with its publication.

THE GREAT REBELLION: a History of the Civil War in the United States. By J. T. HEADLEY. With numerous fine Steel Engravings. In two volumes. Hartford, Conn.: Hurlbut, Williams & Co. Sold by subscription only. 1863.

Of the several histories of the present war which thus far have appeared in part, this is the most attractive, comprehensive, and impartial. The author, by his previous study and writings well prepared to treat such a subject, has given in the first part of his work a vivid description of the war up to July, 1862. The causes of the rebellion are treated in a masterly manner; the descriptions of battles are thrilling, and his opinions concerning events which have transpired seem to be the fruits of much deliberation. This history appears in English and German, and but few American publications will be able to vie with this work, as far as beauty of the numerous engravings, clear type, excellent paper, and tasteful binding are concerned.

We recommend this work to our fellow-teachers.